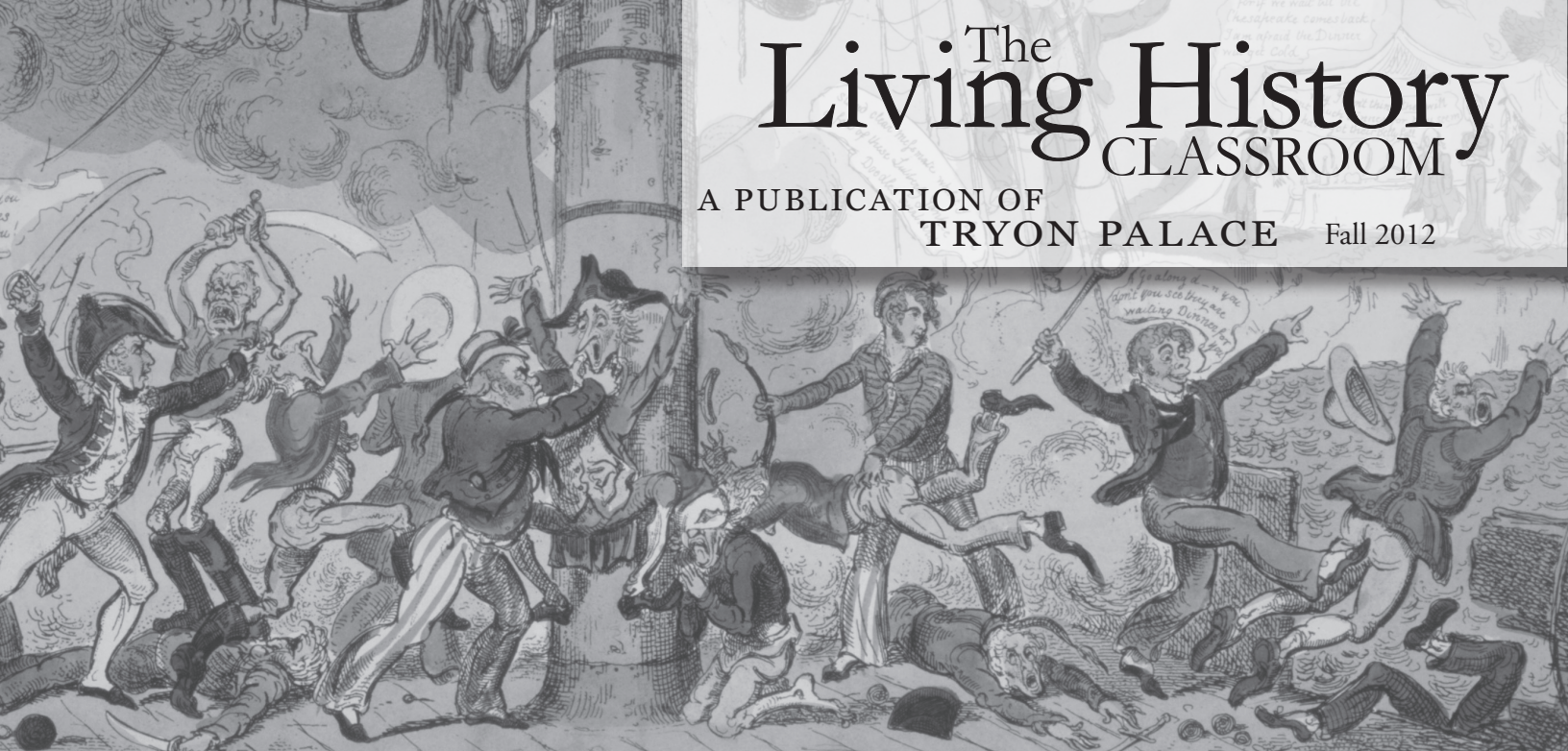


# The Living History CLASSROOM

A PUBLICATION OF

TRYON PALACE

Fall 2012



“British Valour and Yankee Boasting” (detail). British, hand-colored etching, George Cruikshank, c. 1813. *Library of Congress*.

## The War of 1812 and Eastern North Carolina in the 1810s

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## The War of 1812 and Eastern North Carolina in the 1810s

When nations are formed they're not unlike babies, because everyone fusses over them and wonders what they'll grow up to be. As they become older, nations may seek guidance from others, but they also search for ways to be independent. Such was the case with America, once the Revolution was over and Great Britain was no longer our "Mother Country." Suddenly, we had a Constitution to write, the future city of Washington to build, and a whole new country to explore. We were no longer a colony, but a unique nation governed by a system of local, state, and federal laws instead of by a king or queen. Not everyone agreed as to how our system should work, but we were finding out how it could work best. The early 19th century was a time for questioning, and often of disagreements, as to how things were best run.

As we developed and reached out to other nations, we were pulled into the middle of Britain and France's war. "The War of 1812" discusses how, similar to a child and parent's disagreement spiraling out of control, we declared war on Great Britain, but also how we and Great Britain ended the war. One local

privateer, Otway Burns, went on to design and create North Carolina's first steamboat. You'll learn more about him in this issue, plus a little about other boats used at the time.

Conflicts emerged at home, too. The practice of **dueling** had become an increasingly popular way to settle disputes, yet came with tragic consequences. We have a short story in this issue based upon an actual duel. As you read it, you may have ideas how Thomas Stanly and Louis Henry might have solved their problems. How do you solve misunderstandings with your friends and keep disagreements from growing into something more serious?

But 1812 wasn't all about war and dueling. Everyday life went on, with some excitement here and there. In this issue, we feature articles about these topics:

- **How much did food and drink cost in New Bern?** Apparently coffee was a popular item, and lard was very affordable. Bacon, butter, beef...we had it all.

*continued on page 2*

# Eastern North Carolina in the 1810s

*continued from page 1*

- **Life on the water:** Free and enslaved African Americans found that working along North Carolina's creeks, rivers, and sounds offered special freedoms other occupations lacked. This is something your grandmother may not have even known. The article starts on page 8.
- **"Honey, where are the Dr. Bateman Pectoral Drops?"** Two hundred years ago, medicine was very different from today. Read more about it on page 10.
- **Elephant on the lawn!** The circus came to town in early 1812, and it only cost twenty-five cents.
- **If Justin Bieber had lived in 1812, would girls have silhouettes of him?** Find out about this very interesting and fun craft activity!

Whether you're a new nation or a 10-year-old in 1812, growing isn't always easy, but it isn't always as tough as you think it will be. This is a "growing issue" for *The Living History Classroom* staff as well. The enclosed lesson plan for teachers will help us understand how instructors are using this publication. We want to know how to make *The Living History Classroom* more useful for the actual classroom, so we invite comments from students and teachers alike. Thanks for reading.

## A Note to Teachers

In each issue of *The Living History Classroom*, teachers will find articles, short stories, puzzles, and activities planned to help students explore North Carolina history and culture while utilizing observational and critical thinking, research, and discussion skills. This issue has been designed with the 4th-grade classroom in mind but may also assist parents at home or teachers of other grade levels. Listed below is a guide to show how each article and activity can align with the current 4th-grade North Carolina Standard Course of Study. To help you prepare, we also included the new standards that go into effect for the 2012-2013 school year. The exact goals met will vary based on how you choose to use the issue (e.g., group study, Internet research, writing essays).

### The War of 1812

Ess. Stan., 2010 SS: 4.H.1.4

CCSS, 2010:

Reading Standards for Literature: 1, 3  
Reading Standards for Info. Text: 1, 2, 3, 5, 8, 9  
Language: 4.a, 4.c, 5.a

### Swansboro's Privateer

Ess. Stan., 2010 SS: 4.H.1.3, 4.H.1.4, 4.H.2.1, 4.G.1.4

CCSS, 2010:

Reading Standards for Literature: 1, 3, 7  
Reading Standards for Info. Text: 1, 2, 3, 4, 5, 9  
Language: 4.a

### Types of Sailing Vessels

CCSS, 2010:

Reading Standards for Literature: 1, 7  
Reading Standards for Info. Text: 1, 4, 7  
Language: 4.c, 6

### African American Watermen

Ess. Stan., 2010 SS: 4.H.1.3, 4.G.1.3, 4.G.1.4, 4.E.1.3

CCSS, 2010:

Reading Standards for Literature: 1, 2, 3  
Reading Standards for Info. Text: 1, 2, 3, 8  
Reading Standards: Foun. Skills: 3.a  
Language: 4.a, 4.c, 6

### Elixirs, Cures, and Drops

Ess. Stan., 2010 SS: 4.G.1.4

CCSS, 2010:

Reading Standards for Literature: 1, 4  
Reading Standards for Info. Text: 1, 2, 4, 8  
Reading Standards: Foun. Skills: 3.a  
Language: 5.b, 6

### Dueling: A Cautionary Tale

Ess. Stan., 2010 SS: 4.H.1.3, 4.C&G.1.3, 4.C.1

CCSS, 2010:

Reading Standards for Literature: 1, 2, 3  
Reading Standards for Info. Text: 1, 3, 5

### New Bern Price Charts

CCSS, 2010:

Reading Standards for Info. Text: 1, 4  
Language: 4.a, 4.c, 6

### "Beautiful Living Creatures"

CCSS, 2010:

Reading Standards for Literature: 1  
Reading Standards for Info. Text: 1, 2, 3, 8  
Reading Standards: Foun. Skills: 3.a

### Silhouettes

Ess. Stan., 2010 SS: 4.E.2.2, 4.C.1.2

CCSS, 2010:

Reading Standards for Literature: 1  
Reading Standards for Info. Text: 1, 8  
Language: 6

## The Living History Classroom

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TRYON PALACE Fall 2012

*The Living History Classroom*, made possible through a generous grant by the Tryon Palace Council of Friends, is published twice each school year by Tryon Palace, and is available free of charge to schools and teachers. Our articles, crafts, and games celebrate the resources of Tryon Palace and its North Carolina History Center, as well as New Bern and eastern North Carolina.

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# The War of 1812

**June 18, 1812: “That WAR ... is hereby declared to exist between the United Kingdom of Great Britain and Ireland and the dependencies thereof, and the United States of America and their territories.”**

[SCREEEEEECH!]

Whoa-whoa-**whoa**. What happened here? Didn't we work things out at the end of the American Revolution?

Well, yes and no.

When we signed the 1783 Treaty of Paris, which ended the first war between Great Britain and the United States of America, we became an independent nation. But to put it in 21<sup>st</sup>-century terms, Britain may not have seen us as we saw ourselves: in her mind, we were the teenagers who she'd had to agree were old enough to drive the car, but she still didn't trust us with the car keys.

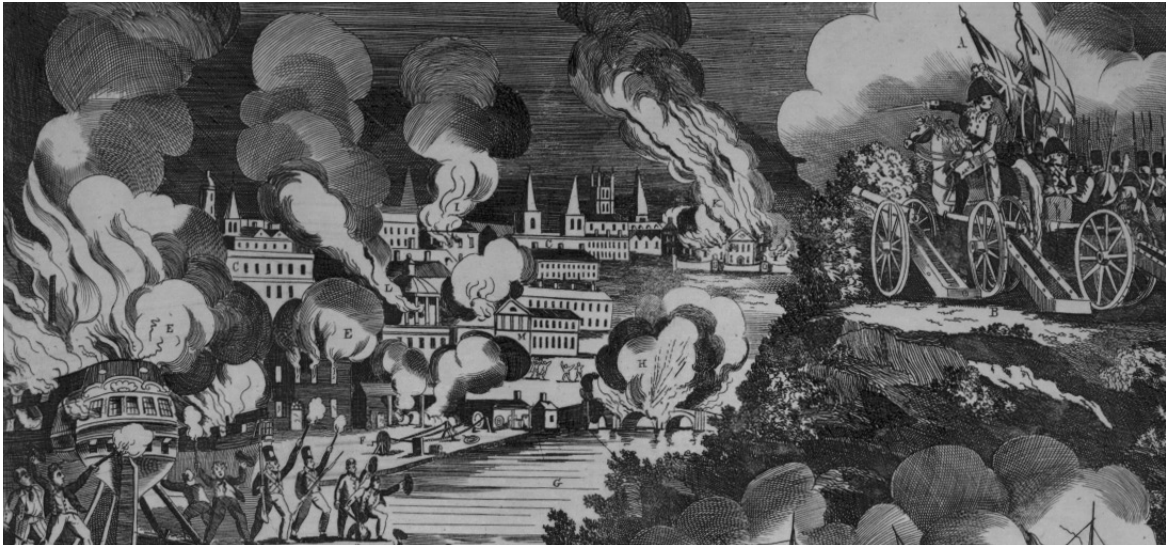
All of this might have worked out (in typical parent-child grouchy fashion) if a few historic matters hadn't reared up...

**Britain and France went to war, and the United States got caught in the middle:** France had its own revolution in 1789, which was much messier than the American Revolution. At its end, Napoleon Bonaparte, an officer from the Mediterranean island of Corsica, became France's ruler. Then he was Emperor of France. Then he started invading other countries. Britain became very alarmed and formed a series of coalitions with Germany, Belgium, and other nations to stop Napoleon from taking over Europe. Britain also forbade the United States to trade with France. We didn't like being told what and what not to do by “Mother England,” especially since we had just bought a giant parcel of land from France in 1803 known

as the **Louisiana Purchase**. This territory included not just Louisiana, but much of what became our Deep South and Midwestern states. Napoleon wrote: “This accession of territory affirms forever the power of the United States and I have given England a maritime rival who sooner or later will humble her pride.” Fighting words for sure!

**Northwest Territories:** The 1783 Treaty of Paris stated that Britain had access to the Mississippi River, but it was otherwise vague about what that access meant. The British continued to come down into the “Northwest Territories” (the future Great Lakes states of Michigan, Illinois, Ohio, Wisconsin, Indiana, and part of Minnesota) from Canada. But they also encouraged the local Indians to stop American settlement in the region. Many settlers were afraid there would be another Indian war.

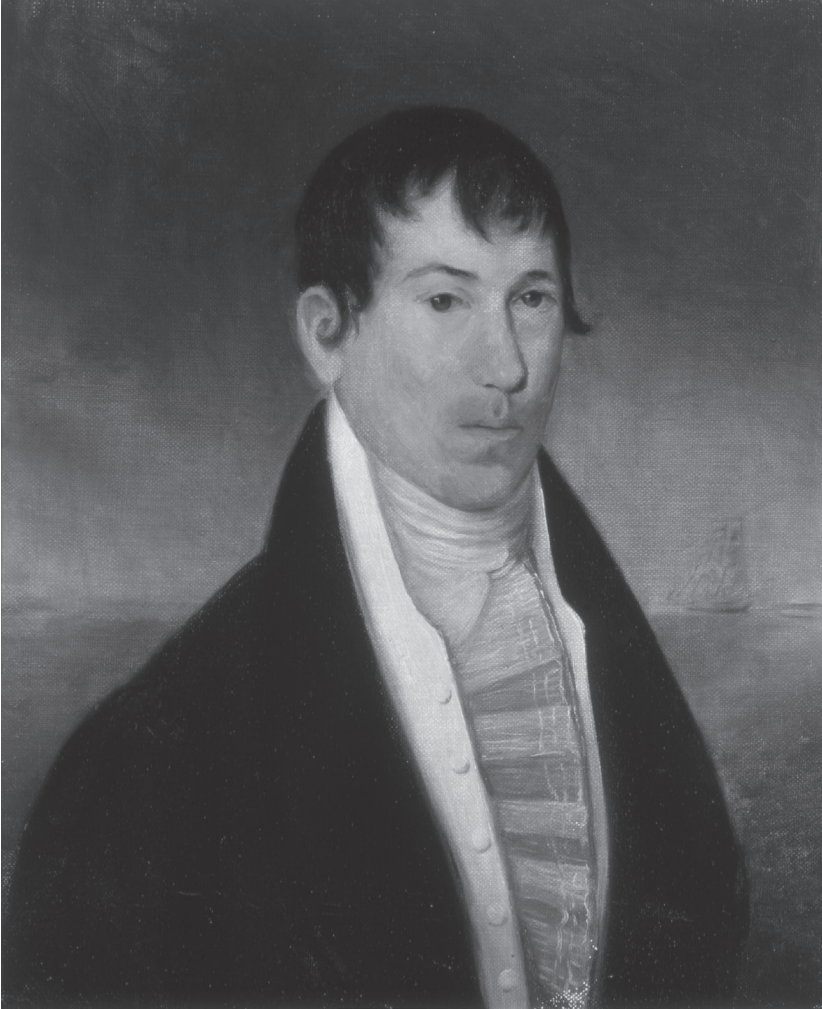
*“The Taking of the City of Washington In America.”* British, wood engraving, published by G. Thompson, 1814. Library of Congress.



**Impressment:** This doesn't mean “impressing” somebody with your skill at “Angry Birds”—it means taking someone hostage to serve in your own army. Great Britain's naval power was her best shot at defeating France, but Britain didn't have enough sailors to run her ships. Meanwhile, American ships continued trading with France, and were staffed by many sailors who were either British-born American citizens or British military deserters. In Great Britain's mind, jumping on an American sailing vessel and taking those men back (“American citizenship, phooey!”) was totally justifiable. To us, it was an outrage.

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# Swanboro's Privateer: Captain Otway Burns



Portrait of Otway Burns, c. 1875-1895. Collection of North Carolina Museum of History, Raleigh, North Carolina.

On October 30<sup>th</sup>, 1901, the State of North Carolina was given an ornately-framed portrait of a dark-haired sea captain named Otway Burns. His eyes were solemn, and his mouth tight with determination. The sea loomed dark and expansive behind him, serving as an appropriate backdrop for a man who was best known for his naval service during the War of 1812.

Only three months earlier, on July 4<sup>th</sup>, the town of Beaufort unveiled a monument also honoring Captain Burns. This was an effort to commemorate Burns because many people had forgotten him. In fact, North Carolina's Chief Justice Walter Clark told the Beaufort assembly, "We rarely hear of him now; but when the past century was entering upon its 'teens, fame had no greater favorite in these parts than the brave sailor and soldier, Captain Otway Burns."<sup>1</sup> Visitors who viewed the monument in Beaufort and the portrait in Raleigh once again remembered and celebrated Otway Burns.

What did this man do that made him so famous during the early 1800s and renewed his popularity after fifty years of neglect? First, Otway Burns had been an expert seaman who defended his country during a time of war, and later, he served his state for twelve years as a legislator. In both arenas, Burns was a model citizen-patriot.

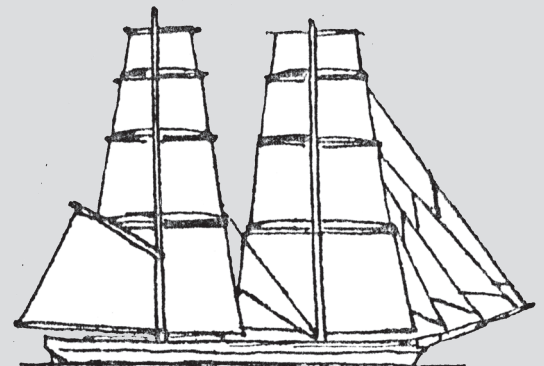
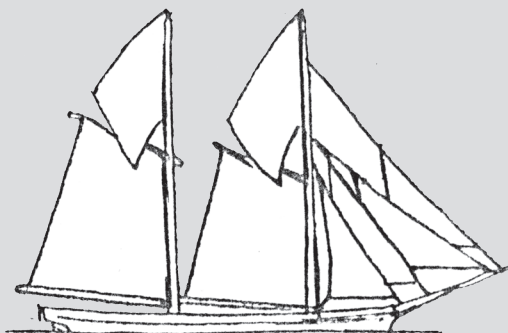
## Types of Sailing Vessels

Illustrations by Roger Kammerer, Greenville, North Carolina.



A sloop contains one mast with a **fore-and-aft** sail, which is fitted parallel to the **keel**, the center beam from **bow** (front) to **stern** (rear).

A schooner has at least two masts, with the front mast shorter than those behind, and fore-and-aft sails.



A brig has two masts. It also has **square-rigged** sails, which are square-shaped and rest horizontally to the masts, parallel to the ship's **port** (left) and **starboard** (right) sides.



Otway Burns was born in Onslow County at or near Swansboro in 1775 and was one of six children. His father, for whom he was named, died when the younger Burns was only thirteen years old, leaving his mother to care for the family. Burns learned seamanship at an early age, possibly because of his father's death, but also because of Swansboro's location at the juncture of Queens Creek and the White Oak River, close to Bogue Sound and other port towns such as Beaufort. We do not know who taught young Otway Burns to be a sailor or how long he trained, but he was apparently a quick study. The Onslow County Court assigned an apprentice mariner to the twenty-one-year-old Burns in 1806, indicating local respect for Burns' nautical skill.

Tensions between the United States and Great Britain over sailors' rights and free trade at sea reached a climax in 1812. At that time Burns commanded a **merchantman**, a ship used for buying and selling goods. In June 1812, during a seemingly routine trip to transport **naval stores** (local products made from pine trees that included tar, pitch, and turpentine) from New Bern to Portland, Maine, the young nation declared war with Great Britain.

Burns supported American efforts by immediately volunteering to become a privateer.

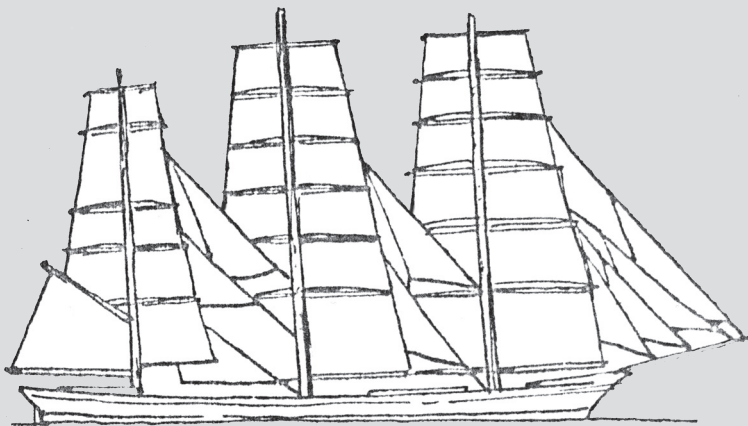
A privateer is a privately-owned ship granted official permission from the government to engage in armed combat during a time of war. This term also refers to individuals, like Captain Burns, who enter into this type of service. Privateers were to keep enemy ships from entering port, thereby disrupting a country's flow of goods—like food, household items, and even things needed for war, like gunpowder—from one place to another. When successful, privateers could seriously impact their enemy's economy.

*"We rarely hear of him now; but when the past century was entering upon its 'teens, fame had no greater favorite in these parts than the brave sailor and soldier, Captain Otway Burns."*

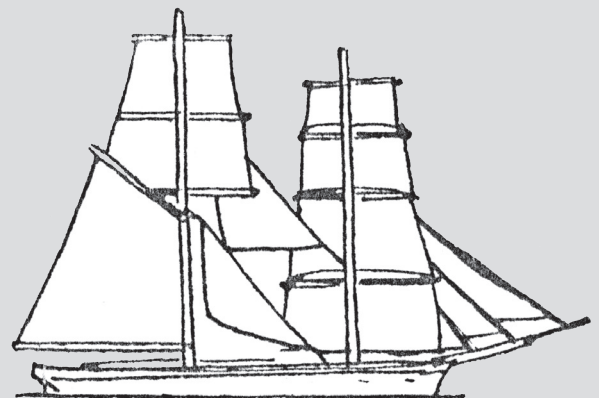
Captain Burns partnered with New Bern physician and planter Edward Pasteur to find a suitable vessel. Privateers had to be faster than their enemy, so Burns and Pasteur needed a boat that could speedily maneuver out of tough situations. In August, the two men located such a craft in New York City and purchased it for \$8,000. Burns and Pasteur decided to call

*continued on page 6*

Boats that are propelled with sails are usually identified by their number of masts (tall, upright posts from which sails are suspended) and the arrangement of the sails. The boats below were common sailing vessels used during the War of 1812.



A bark has three or more masts with the rear mast containing fore-and-aft sails and forward masts containing square-rigged sails.



A frigate is typically a war vessel with three masts and square-rigged sails.

# Captain Otway Burns

*continued from page 5*

this 85- by 22-foot **schooner** the *Snap Dragon*, after an insect that is not fierce, but speedy and sometimes startling in its movements. The name apparently fit because one man predicted that the *Snap Dragon* was “destined ... to be a name of ill-omen and terror to the enemy.”<sup>2</sup>



1810s mariner's compass, probably just like the one Otway Burns used on his ships. Tryon Palace Collection.

On October 14, 1812, after outfitting the ship and assembling a crew, the *Snap Dragon* left North Carolina for the Caribbean. This first voyage was a resounding success: Burns and Pasteur secured a number of ships, including “two Barks, five Brigs, and three Schooners” with cargos estimated at one million dollars. They also captured about 250 prisoners.<sup>3</sup> Some of the captured loot was not what we might think of as prizes. For instance, when the *Snap Dragon* captured the *Fillis*, the best of the “booty” included goatskins, mats, earthenware, oil, and yams. After two other voyages, the *Snap Dragon* set sail for her last voyage in May 1814. Otway Burns did not join her eighty-man crew for this venture, due to an attack of rheumatism. On June 30, a British warship captured the *Snap Dragon* and took her crew to Halifax, Nova Scotia. We do not know the final fate of the vessel.<sup>4</sup>

The War of 1812 was fought largely at sea with land combat confined to Washington, D.C. and the United States' northern and southern borders. Privateers like Captain Burns provided

an indispensable service at a time when the United States lacked the means to create a strong navy. Along with the *Snap Dragon*, North Carolina contributed three additional privateers to the war effort: the *Lovely Lass* from Wilmington, the *Hawk* from Washington, and under the command of Captain Thaddeus Waterman, the *Hero* from New Bern.<sup>5</sup>

After the war, Burns built a house in Beaufort and lived there for twenty-two years, but his shipyard was at Swansboro. In 1818, Burns built North Carolina's first steamboat, the *Prometheus*, which plied the waters between Wilmington and today's Southport on the Cape Fear River.<sup>6</sup> When President James Monroe visited North Carolina to inspect Fort Johnston in 1819, the *Prometheus* took him there. Burns also served in the General Assembly between 1821 and 1834. During those thirteen years, Burns supported increased representation for the state's western counties, and improved opportunities for free African Americans. His position on these issues was unpopular at the time and ultimately hastened the end of his legislative career. However, mountaineers' gratitude to Burns resulted in Yancey County naming their principal town, Burnsville, in his honor.

Fifty years after his death, Captain Burns was celebrated as a “patriot son who rendered his state and country valiant and able service in their early struggles.”<sup>7</sup> He was also praised for “courage which knew not shrinking, a nerve which grew more steady in the fiercest dangers,...[and] a serene self-confidence, which, united to fertility of resource and skill in seamanship, gained the confidence of others, and an iron will which compelled obedience.”<sup>8</sup>

<sup>1</sup> Walter Francis Burns, *Captain Otway Burns: Patriot, Privateer, and Legislator* (New York: Walter Francis Burns, 1905), 15.

<sup>2</sup> Burns, *Captain Otway Burns: Patriot, Privateer, and Legislator*, 24.

<sup>3</sup> *Ibid.*, 28.

<sup>4</sup> Sarah McCulloh Lemmon, *Frustrated Patriots: North Carolina and the War of 1812* (Chapel Hill: The University of North Carolina Press, 1973), 160-161.

<sup>5</sup> Burns, 82.

<sup>6</sup> William N. Still, Jr., “Shipbuilding and Boatbuilders in Swansboro, 1800-1950,” in *Tributaries*, No. 5 (October 1995), 9 [*Tributaries* is published by the NC Maritime History Council].

<sup>7</sup> Burns, 64. Cited from October 31, 1901 *Raleigh Post* editorial.

<sup>8</sup> *Ibid.*, 73-74.

# The War of 1812

*continued from page 2*

To keep things from boiling over, President Thomas Jefferson decided to establish the **Embargo Act** in 1807, which banned trade with France and England. Its intention was to keep America out of the conflict between Napoleon's growing empire and Great Britain, but its results were disastrous. Ports sat empty along the eastern seaboard while many American merchants completely ignored the act, choosing to smuggle goods in and out of the country. The Embargo Act was finally repealed in 1809, but the problems that had created it got worse.

By the time the United States declared war, newspaper accounts of stolen ships, soldiers, and goods had been heating up the national temperature for some years. However, not everyone voted for the war and many people had mixed feelings about fighting Britain—until August 1814, when British soldiers invaded Washington, D.C., burning the White House and the Capitol. Then, even people across the Atlantic were angry at Britain.

North Carolina saw little action, except for British sailors periodically dropping anchor on barrier islands and taking cows and pigs for food. We had one close call when British forces landed on Ocracoke Island in July 1813 and locals, panicking that the British were going to invade further inland, sent a ship to New Bern, under cover of darkness, to warn mainland citizens. In the end, the British overtook two ships, the *USS Anaconda* and the *USS Atlas*, and then returned to sea.

Eventually, everybody realized it wasn't a war worth fighting, and talking things through could solve everyone's differences. The Treaty of Ghent, which ended the War of 1812, was signed on Christmas Eve of 1814, its terms being that no one lost, or gained, any new territories. All was to be as it had been before the war began. The British were grateful for this, because they were still keeping an eye on Napoleon, then a prisoner on another Mediterranean island (Elba), but about to escape to meet his ultimate defeat at the Battle of Waterloo in 1815. Even so, lacking the speed of today's communications, it was months before American and British soldiers fighting in the United States got word that the war was over.

What did we gain from the War of 1812? Some great songs—our national anthem, *The Star-Spangled Banner*, was written during the Battle of Fort McHenry. *The Battle of New Orleans* was actually written in 1959 but based on an old fiddle tune commemorating the battle. We also gained naval heroes, including Oliver Hazard Perry and Stephen Decatur. North Carolina had its own heroes in Otway Burns, the Swansboro seaman who commanded the *Snap Dragon*, and Johnston Blakeley, the Master Commandant of the *Wasp* who graduated from the University of North Carolina. Some even say a meatpacker from Troy, New York, named Samuel Wilson was the beginning of our iconic "Uncle Sam." Last of all, we gained some respect from our mother country. With the Treaty of Ghent, Great Britain more or less handed us our car keys, and, for better or for worse, a good chunk of the continental United States lay ahead of us for exploration and settlement.

## What's In That Picture?

**Shell Castle was a small island near Ocracoke Island. Across Pamlico Sound facing Shell Castle was Ocracoke's harbor and fortress during the War of 1812 when Ocracoke was one of North Carolina's major ports. On Shell Castle itself, we see a house and tower that was Ocracoke's first lighthouse, built in 1798. The thorny "pole" next to the Ocracoke Island house is believed to be a "Liberty Pole," which had been used throughout America for celebrations since the Revolution.**

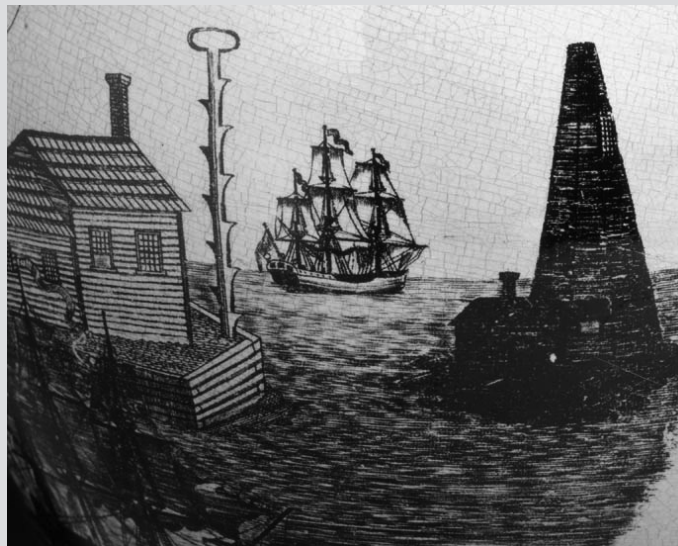
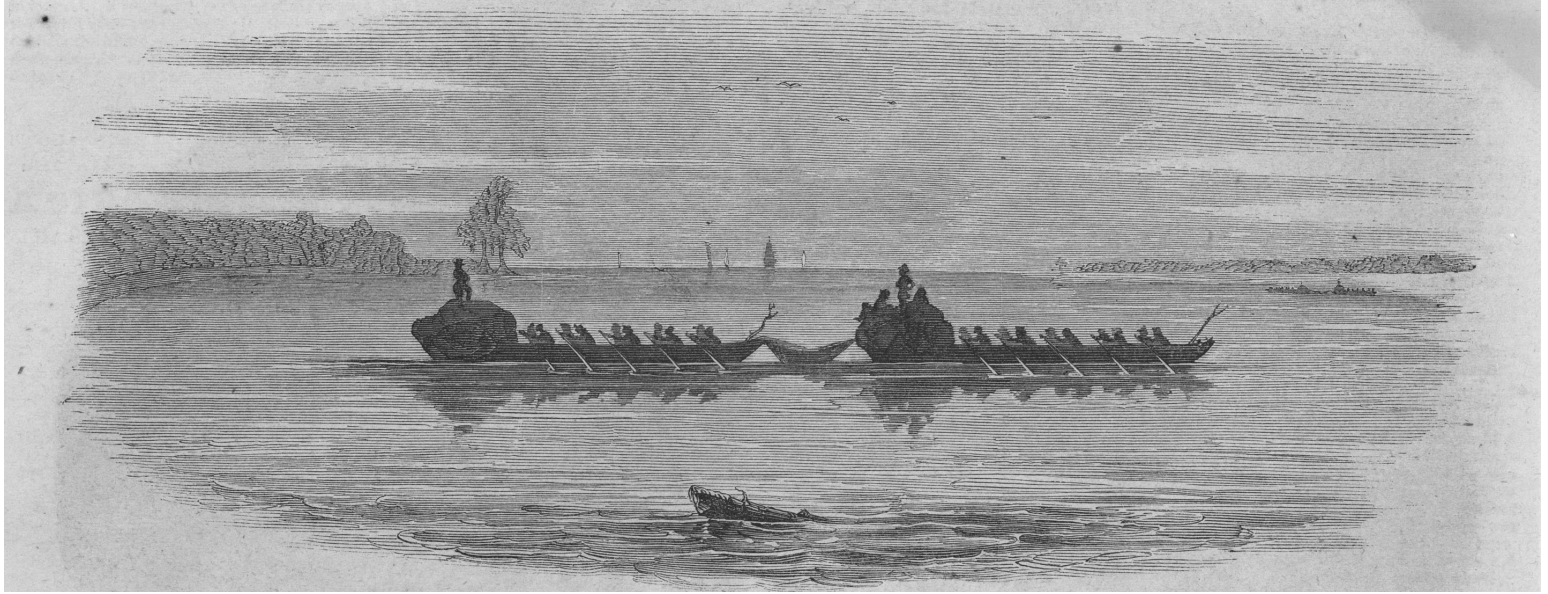


Image of Shell Castle Harbor, Ocracoke Island, NC, on an earthenware pitcher made in England for the American market, c. 1805-1810. *Museum of History Collection, Raleigh, North Carolina.*



# African American Watermen in Eastern North Carolina

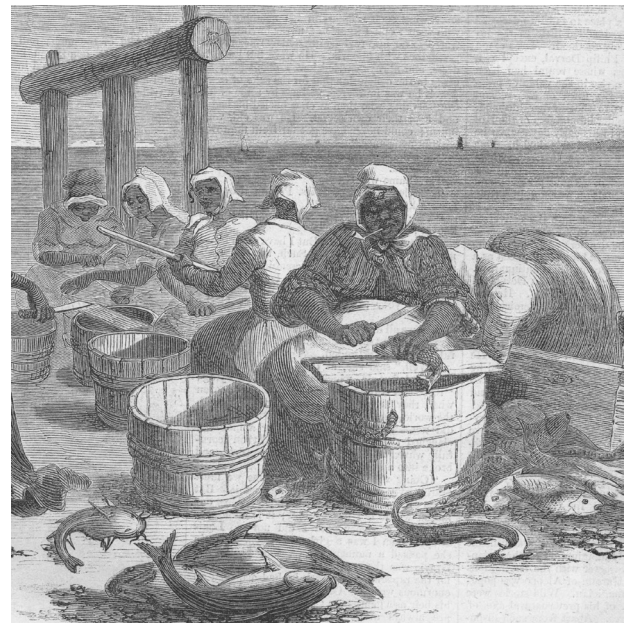


“Going Out,” print, David Hunter Strother (“Porte Crayon”), *Harper’s Weekly*, September 28, 1861. Tryon Palace Collection.

Did you know that free and enslaved blacks fought in the War of 1812? In fact, people of African descent fought on both American and British sides in the war—especially on shipboard. Nearly one out of every five sailors in the U.S. Navy was African American during the War of 1812. However, fleeing to the British Navy gave some black slaves a rare chance at freedom in exchange for serving Great Britain as sailors.

But African Americans were not only sailors in the early 19<sup>th</sup> century. They were ever-present as watermen working in ports along coastal rivers, and in skilled trades like coopering, ship carpentry, and ship **caulking**. These trades supported America’s shipping boom. African Americans’ presence on the water was especially true along North Carolina’s coast, where blacks dominated maritime industries such as fishing, boat piloting, and sailmaking. Even slaves who spent most of their lives on Tidewater plantations producing tobacco, cotton, wooden shingles, or turpentine spent some portion of their lives on eastern North Carolina’s waterways. For example, an enslaved carpenter named Sam was said by his owner to also be “something of a seaman.” Work as sailors, watermen, and craftsmen supporting the shipping industry gave African Americans greater independence, better pay, and self-respect at a time when laws controlling both free and enslaved blacks were becoming increasingly restrictive.

Working on the water meant a freer life for many slaves. Sailing, piloting boats, and hauling cargo on eastern North Carolina’s shallow rivers, inlets, and sounds required great skill and nerve. Because slave owners depended on their slaves’ skills and specialized knowledge of these coastal waterways in order to transport pork, cotton, wood shingles, and other products to ocean-going ships, owners didn’t have the same control over those slaves’ behavior as they did on land, where slaves worked constantly under the watchful eye of a white overseer. Plantation slaves



“Heading Herring,” print, David Hunter Strother (“Porte Crayon”), *Harper’s Weekly*, September 28, 1861, Tryon Palace Collection.

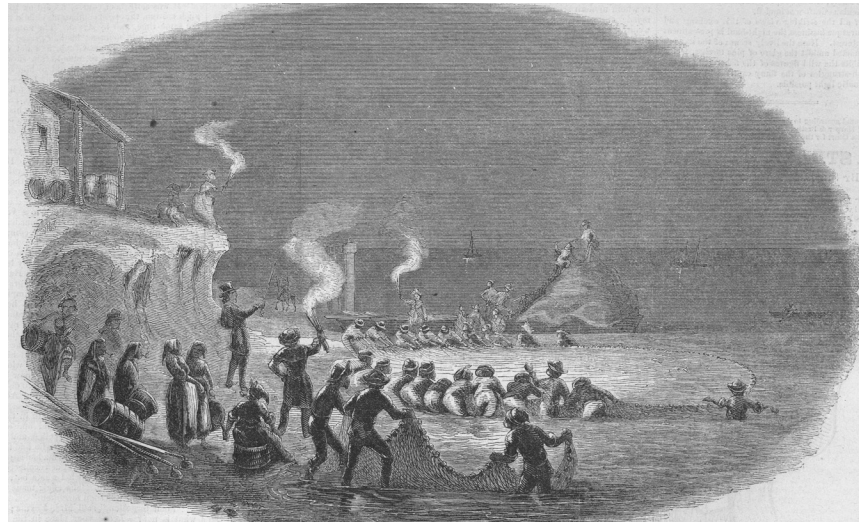


were also responsible for fishing and harvesting shellfish to feed both the owner's family and other slaves. It was slaves who followed the schools of **shad** up and down the Neuse River near New Bern every spring, working in groups to catch the fish in their **dragnets**, and spending days and sometimes even weeks away from owners and overseers.

Jobs on the water also held the promise of better pay for both free and enslaved African Americans. Because maritime work was hard and often dangerous, there was a serious labor shortage, which meant that skilled workers were always in high demand. Skilled slaves might be hired out by their masters to work as ship's carpenters, sailors, ferrymen, fishermen, pilots (guiding ships through shallow waters), and stevedores (loading and unloading ships). They might also be hired as coopers, building barrels for the many products being packed and shipped onboard sailing vessels trading up and down the coast. Their masters received the fee for their work time, but when that fee was paid, hired slaves could do additional work and earn money just for themselves, with the hope of eventually purchasing their freedom. A more equal relationship with whites was also sometimes possible in this maritime world, where skill often counted for more than color.

The coastal region's many rivers and swamps also offered hiding places for runaway slaves. The Dismal Swamp Canal, linking the Albemarle Sound to the deepwater harbor at Norfolk, Virginia, was constructed in the 1790s with the labor of hundreds of slaves and at the loss of many lives. Runaway slaves, like Frank in 1811, often found work in the Dismal Swamp raising sunken timber and cutting shingles, then transporting them out of the swamp on flatboats. A network of waterways connected the swamps to villages and towns along the coast. A runaway slave who made it to a coastal seaport like New Bern or Wilmington had a good chance of blending in with these cities' larger populations, where more than half of the residents were likely to be African American. Some runaways even found jobs there and passed themselves off as free. In busy port cities like New Bern, a runaway might also find an escape route on a Northern-bound ship, like Sam the carpenter, who had "procured a Seaman's Protection and obtained forged Free Papers," and his owner suspected, fled for "some of the Northern seaports."

Just before the War of 1812, North Carolina slave owners came to fear that the coastal waterways were a nursery for rebellion, as these watery routes united African Americans along the coast with those further inland, and with the black community, free and enslaved alike, up and down the United States' eastern seaboard. From contacts with African Americans far to the north and south, and even to the Caribbean, North Carolina's blacks learned of slave uprisings as far away as Saint Domingue (Haiti)—where a long, bloody revolution resulted in the abolition of slavery and the establishment of Haiti as the world's first independent black nation in 1804. Uprisings were also as close as Virginia—where the Haitian revolt had inspired slave Gabriel Prosser to plot a massive slave uprising in Richmond and neighboring counties in 1800. Even though "Gabriel's Rebellion" was discovered before its plans were carried out, Prosser's vision inspired other slaves to dream of seizing their liberty by force.<sup>1</sup> When fears arose in the spring of 1802 that a similar uprising was planned in coastal North Carolina and Virginia, it probably came as little surprise that two black watermen—Sancho, a slave ferryman, and a shipyard worker named Salem—were said to be at the heart of the plot.



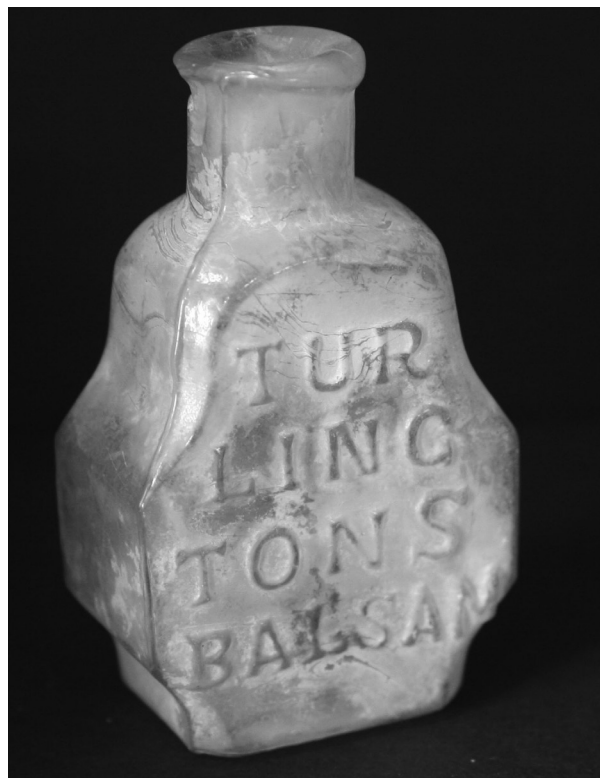
"A Night Haul," print, David Hunter Strother ("Porte Crayon"). *Harper's Weekly*, September 28, 1861. Tryon Palace Collection.

Free and enslaved African Americans brought their skills, experience, and hard work to the waterways of eastern North Carolina. In return, the region's swamps, rivers, creeks, sounds, and coastal waters offered interaction with the wider world, an opportunity to better their lives, and even a chance at freedom.

<sup>1</sup>Gabriel's Rebellion led to the executions of 25 slave conspirators.

# Elixirs, Cures, and Drops: Before Medicine was “Medicine”

What do “*powders of the bark*,” “*anodyne elixirs*,” “*eye-water*,” and “*ague drops*” have in common?



“Turlington’s Balsam” patent medicine bottle, probably early 19<sup>th</sup> century. Found during 1950s archaeological excavation of Tryon Palace site, New Bern, North Carolina. *Tryon Palace Collection*.

Believe it or not, these were *all* different types of medicines sold and advertised to New Bern’s citizens. As long as humans have been around, potions and remedies, claiming to fix whatever is ailing a body, have been concocted. Remedies arrived in North America early in the colonial era, including the 17<sup>th</sup>-century *Daffy’s Elixir Salutis* for “colic and griping” and *Dr. Bateman’s Pectoral Drops*, popular from the 1720s. Many of these cures were

derived from plants, such as herbs and tree bark. In time, such remedies became known as **patent medicines**, which are defined as “a drug or remedy protected by a trademark, available without a prescription; formerly used for quack remedies sold by peddlers.”<sup>1</sup> The patent was a grant of government protection for each medicine’s unique mix of ingredients.

One example of an early patent medicine popular in Britain and America was “Turlington’s Balsam of Life.” In May 1744, Robert Turlington received Patent No. 596 from King George II for his home brew of 27 ingredients. In the 1750s, Turlington gave away a 46-page pamphlet with each bottle, listing how his Balsam of Life could cure “vomiting and spitting of blood and other weaknesses.” Turlington’s patent became popular throughout England and early America, where it was sold by physicians, postmasters, grocers, and even goldsmiths and tailors.<sup>2</sup>

In America, sellers advertised in local papers. Newspapers like the *New Bern Weekly Advertiser* endorsed products such as *Dr. Hamilton’s Grand Restorative* to cure consumptions, nervous disorders, and melancholy. “Dr. Hamilton” offered **elixirs**, usually tasty remedies with a little alcohol mixed in, for colds, asthma, sore throats, and whooping cough—one of his remedies was even **endorsed** by the State of Maryland’s Attorney General. A New Bern house carpenter, Benjamin C. Good, apparently sold patent medicine on the side: when he died, he had twenty-six bottles of Bateman’s Drops and nine bottles of Turlington’s Balsam at his house!

**“A most excellent preservative of mankind...”** (Daffy’s Elixir advertisement)

The 19<sup>th</sup> century saw major advances and changes in medicine, because scientists and doctors increasingly understood more about



Patent medicine bottles. *Tryon Palace Collection*.



the human body and the diseases that could afflict it. But for the most part, medicine as we know it today was not around. No big drug companies existed at the time, which meant people relied on patent medicines because, for the most part, nothing else was available.

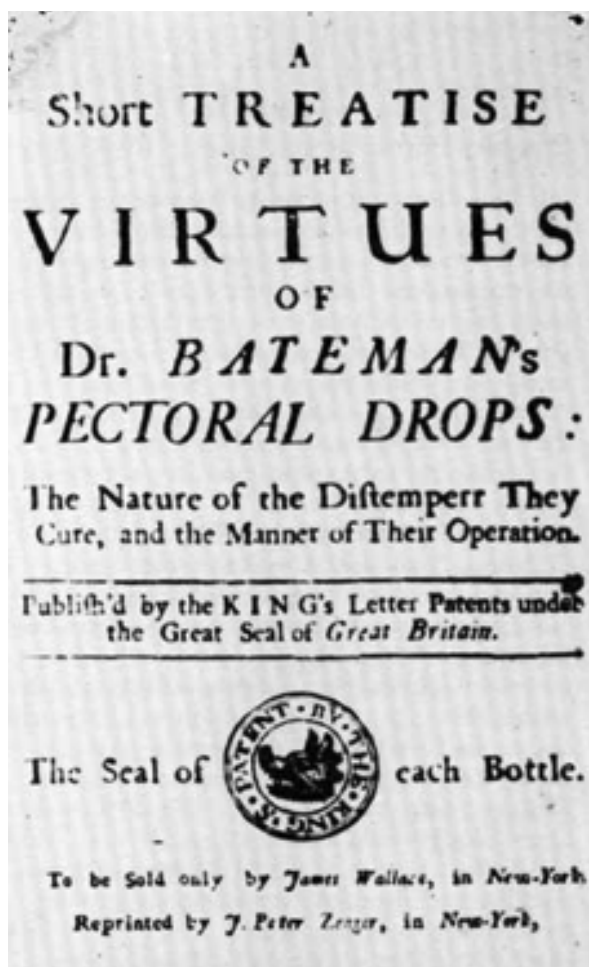
And, as to the patent medicines, elixirs, potions, remedies, and cures themselves: to translate an old Latin warning, “Buyer, beware!” A lot of 19<sup>th</sup>-century medicine wasn’t a pleasant experience for the patient. Also, for all that they were described as “patented,” many patent medicines never held any official government patents. In fact, some of these remedies’ ingredients were downright deadly if taken without specific guidelines and doses—and most patent medicines came with few or no directions, and the most dangerous ingredients, such as morphine or opium, were often not labeled. Some of these medicines could never be legally taken today.

***“...relief in the most acute Rheumatic pains in the breast, limbs, and joints, fluxes, agues, and fevers; a single dose remarkably stops the progress of a cold, and certainly prevents the ill consequences arising from that very common disorder, the forerunner of most distemper.”***  
(Dr. Bateman’s Pectoral Drops advertisement)

The rise of urban areas created a large market for patented elixirs and remedies. Throughout the 1800s, many people left farming and moved from the countryside to cities where mills and factories provided ready employment. As people lived and worked more closely together, sanitary conditions were not always adequate, leading to more outbreaks of disease and epidemics. Many people turned to patent medicines, which were advertised in newspapers, and even sometimes painted on buildings’ outer walls in the days before billboards. For some lucky users, there were no ill effects, but in other cases, patients could become addicted to the remedy, or even poisoned.

<sup>1</sup> *Dorland’s Medical Dictionary for Health Consumers.*  
<http://www.dorlands.com/wsearch.jsp>.

<sup>2</sup> Fred Rawlinson, “Robert Turlington’s Balsam of Life,” Mohawk Valley Antique Bottle Club (Utica, NY)  
<http://www.mohawkvalleybottledclub.com/ArchiveArticles/TurlingtonBalsamOfLife.asp>.



“A Short Treatise of the Virtues of Dr. Bateman’s Pectoral Drops.” Pamphlet. New York: J. Peter Zenger, c. 1731. Archives, New York Academy of Medicine Library. *Image courtesy of the Smithsonian Institution, Washington, D.C. (Smithsonian photo 44286-D).*

***“A perfect Friend to Nature, which it strengthens and corroborates when weak and declining, vivifies and enlivens the Spirits, mixes with the Juices and Fluids of the Body and gently infuses its kindly Influence into those Parts that are most in Disorder ...”***  
(Turlington’s Balsam of Life advertisement)

So the next time you are reading a magazine, or waiting in line at the grocery store, or visiting the doctor’s office, take a look at all the advertisements around you. The art of advertising is not new; it is something that has surrounded us for a long time and will continue to make people want to buy specific products. When you look at these advertisements, think to yourself, “Who are they trying to reach? What are they trying to sell? Is this just like another elixir or tonic like in the 19<sup>th</sup> century?” Once you focus on the advertisements and what they’re trying to sell, it will be amazing what you will be able to interpret from just a simple image and phrase.



The moment of decision: the two duelists are about to pace, turn, and fire their pistols. This scene is from Tryon Palace's reenactment of the Spaight-Stanly duel, but it could well be from the duel between Louis Henry and Thomas Stanly.

## Dueling: A Cautionary Tale

*For hundreds of years, men who felt their honor had been questioned might challenge the offending gentleman to a **duel**, a pre-arranged meeting where each man would fight the other, using a deadly weapon to settle their argument. In earlier times this "deadly weapon" would have been a sword; by the 19<sup>th</sup> century, the weapon of choice was a pistol. Accepting or rejecting a duel came with serious consequences. Even though its very danger should have stopped most duels from happening, if a man decided not to duel he could be shunned by society, his family could abandon him, and his business could fail—which is why many chose to duel when they would have rather settled conflicts in a less violent way.*

*America's most famous duel was between Vice-President Aaron Burr and former Secretary of the Treasury Alexander Hamilton in 1804, which resulted in Hamilton's death. Other prominent Americans also participated in duels, including*

*future President Andrew Jackson (1806) and naval hero Stephen Decatur. Closer to home, a duel in New Bern between state leaders John Stanly and Richard Dobbs Spaight took place in September 1802. Spaight's death at the hands of Stanly prompted the state to pass a law banning duels. However, the practice of dueling continued into the 1850s.*

*The following story illustrates how two young men's foolish actions, combined with attitudes of the time, turned into very serious conflict—and a deadly duel.*

There was one reason Thomas Stanly attended Judge Gaston's party that night, and it wasn't the food or the music. He was there because he knew Miss Lucy Hawkins would be a guest. But Thomas hadn't been able to speak to her. To make matters worse, his good friend Louis Henry had managed to dance almost every



dance with Lucy. Thomas knew that a dance was the best time for two young people to talk. Thomas had tried to ask her to dance, but Louis would not leave Lucy's side.

At dinner, Lucy sat beside Louis. Thomas was beside his older brother John, who was good friends with Judge Gaston. Everyone was merrily enjoying their tea and cake, but the evening was about to end. Thomas decided if he was going to ever have a chance to speak with Lucy alone, he'd have to act quickly.

There was a bit of cake left on his plate. Thomas rolled it into a ball in his fingers and tossed it at Lucy's arm. He hoped it would bounce off and then he'd strike up some conversation. Instead, he watched, horrified, as the bit of cake dropped into Louis's teacup and splashed his waistcoat.

Lucy blinked and said, "Mr. Henry, are you going to stand for that?"

She might have been joking but no one would ever know, because Louis sprang up, glaring around the table. "I most certainly am not!" he roared. "Who is responsible?"

Embarrassed, Thomas slowly stood. "I am, my friend."

"How can you call me friend? Is your behavior that of a friend, spoiling other people's clothing? I'll have you know this waistcoat was new!"

"Louis, such was not my intent." Others at the table nodded in agreement, nervously. "I was simply hoping to gain Miss Hawkins' attention."

"By throwing cake at her?"

"Perhaps it was not the best of plans, but I was only trying to begin a pleasant conversation. I understand that if Miss Hawkins had wanted to speak with me, she would have by now. Please, in the name of friendship, allow me to buy you a new vest."

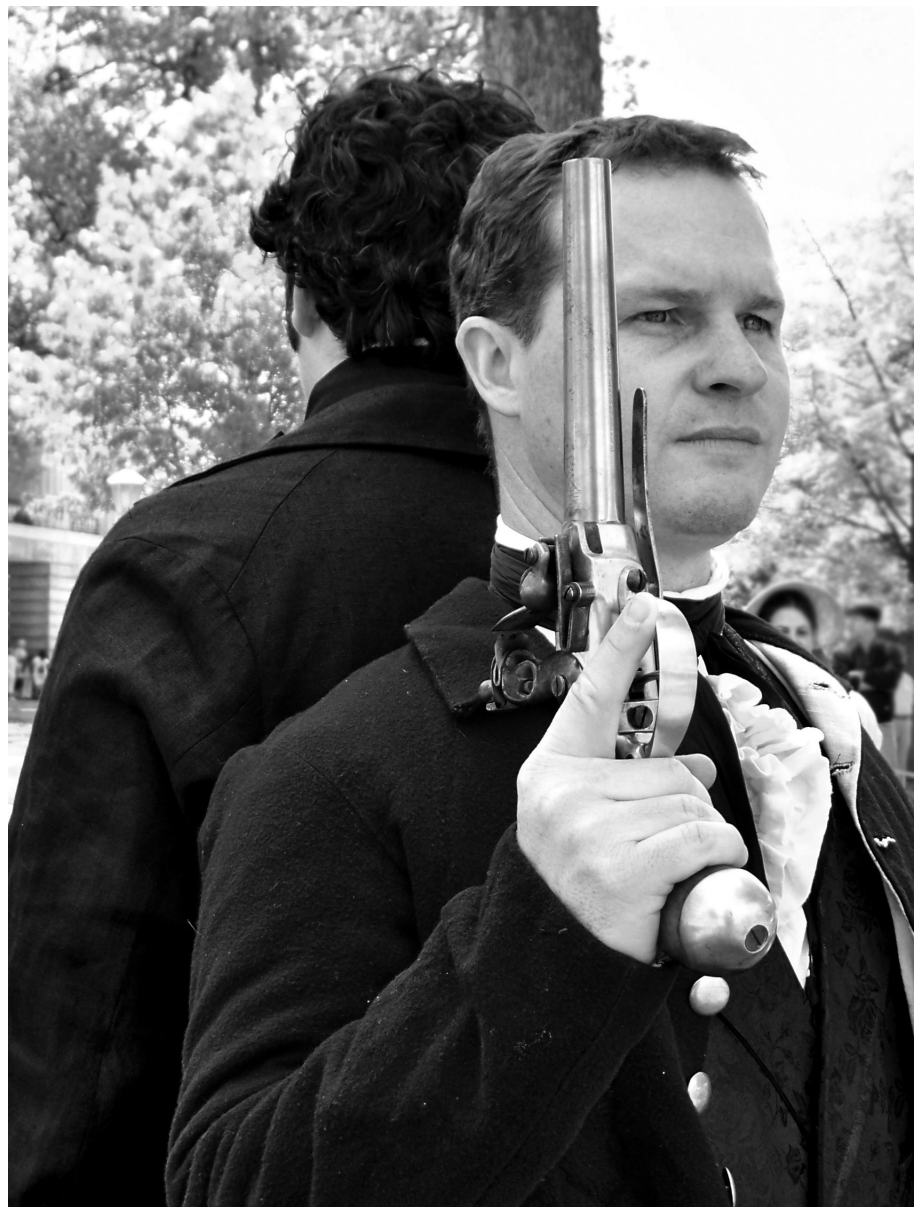
Thomas uneasily watched Louis, knowing his friend's temper.

"Mr. Stanly, while I have called you a friend in the past, your actions tonight show you are no gentleman, but a *scared little boy*, who's only sorry he was caught in a prank. I will not associate with someone so weak."

*"Louis Henry, for tonight's insults to my honor, I challenge you to a duel."*

Everyone gasped. These were few words, but dangerous ones. If Thomas wasn't careful, gossip about tonight might spread all over town. Some people would understand this was only a tiff between two friends, but others might not want to do business with someone "who was only sorry he was caught." That one phrase could color Thomas as a liar and cheat.

*continued on page 14*



# Dueling

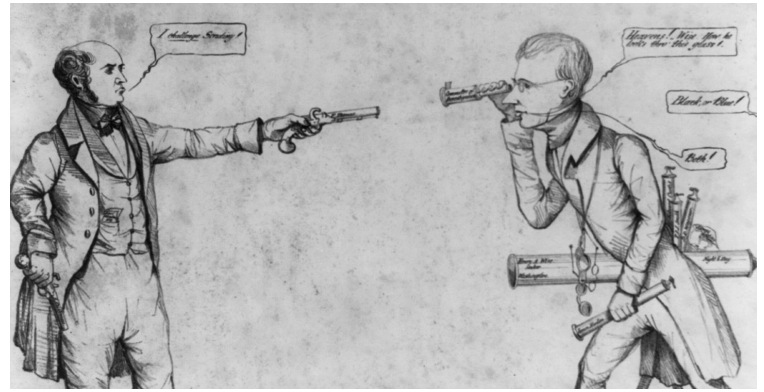
continued from page 13

Thomas exploded, “Why Mr. Henry, what do you mean by such words?” Before he could continue, John, now standing by Thomas’ side, put his hand on his arm.

“Listen, little brother,” John murmured. “While I won’t tell you what to do, Henry has insulted you and your character. Our family will be next.”

Thomas mumbled, “He’s a fool—”

John squeezed Thomas’ arm. “What if this ‘fool’ writes a letter to the newspaper about your ‘disagreement,’ and publicly calls you a child or a liar? What happens then, Thomas? You’ve attempted to get out of this politely, but you and all Stanlys will be shamed in society if that happens. Not to mention, it will be hard for you to be a lawyer without clients. A duel is the only fitting way to restore your honor.”



“Symptoms of a Duel,” lithograph on wove paper, H.R. Robinson, 1839. Library of Congress.

“A *duel*! But—John, duels are illegal in North Carolina. I mean, after all, you and the Governor—”<sup>1</sup>

“There are ways around the law, Thomas. Think about it.”

Louis sneered, “See little Tommy, asking his brother for advice!” There were a few chuckles from some of the younger men. It was too much. Thomas took a deep breath.

## Conflict Resolution Lesson Plan

### Introduction:

In this issue of *Living History Classroom*, two articles deal with different conflicts that were both “resolved” in similar manners—through bloodshed. Both the War of 1812 and the duel between Thomas Stanly and Louis Henry were to resolve conflicts. As a result of both of these events, lives were lost and, in the case of the war, a resolution was agreed upon only after discussion and the signing of the Treaty of Ghent. In this lesson plan, students will learn about different types of conflict resolution and will express their opinions through a short essay.

### Objectives:

1. Read two texts and determine similarity in their themes.
2. Discuss in a group session, speaking one’s opinions and listening to the opinions of others.
3. Write an opinion essay using the classroom discussion as a basis.

### Materials:

The *Living History Classroom* article on the War of 1812 and the narrative *Dueling: A Cautionary Tale*

### Strategy:

1. Read the article about the War of 1812 and discuss what caused the war, how the war

ended, and what the war caused (making sure to mention the mortality involved).

2. Read *Dueling: A Cautionary Tale* and discuss dueling, its purpose, why this particular duel happened, and the result of the duel.
3. Compare and contrast the two situations and be sure to establish the similarity between both (there was a problem that was “resolved” using force; death resulted). Compare and contrast these situations with situations the students might experience (for example, fighting with a sibling, one candy bar left in a store that both you and a stranger want, or both you and a friend want, etc.); ask students for examples.
4. Discuss different ways to resolve conflicts, and the advantages and disadvantages of the different ways.
5. Have your students write a short opinion essay, expressing what they believe to be the best way to resolve a conflict and to provide reasons why.

Essential Standard 4.H.1.3

Reading Standards for Info. Text: 9

Writing Standards: 1, 4, 5

Speaking and Listening Standards: 1

Language: 3



“Louis Henry, for tonight’s insults to my honor, I challenge you to a duel.”

There were gasps across the table. “You can’t duel here!” “You’ll be arrested!” One man laughed, “Oh, come both of you, don’t be so silly. This is nothing but an empty threat.”

“I assure you it is not,” Thomas said. “We can travel to Virginia. Dueling is still allowed there.”<sup>2</sup>

Louis stared at Thomas. “Well, then—it is agreed. Choose your second and I will choose mine. Let them work out the details.”<sup>3</sup> With that, he stormed out.

“All this over cake in a teacup,” muttered one of the older guests. “Well, no one can back out now.”

The party’s high spirits had deflated. Lucy, who had retired with the other ladies to the assembly room, never would speak to Thomas. But Thomas, now in earnest

conversation with John and others, had completely forgotten about her.

*The above account is based upon popular legends around this duel. What we know for a fact is that on February 20, 1813, the New Bern newspaper mourned “the premature death of Mr. Thomas T. Stanly,” adding that a misunderstanding between Stanly and Louis Henry was the cause. After the duel Henry moved to Fayetteville, North Carolina, where he became a lawyer.*

<sup>1</sup> The above is a fictional account of Thomas Stanly’s disagreement with Louis Henry, but most of the characters cited were real people, including Thomas Stanly’s brother John. John Stanly’s 1802 duel with former governor Richard Dobbs Spaight had occurred almost ten and a half years before February 1813, and, surprisingly to some, Stanly had proceeded on to a distinguished career as a Congressman and state senator, where other men in his situation would have been social outcasts.

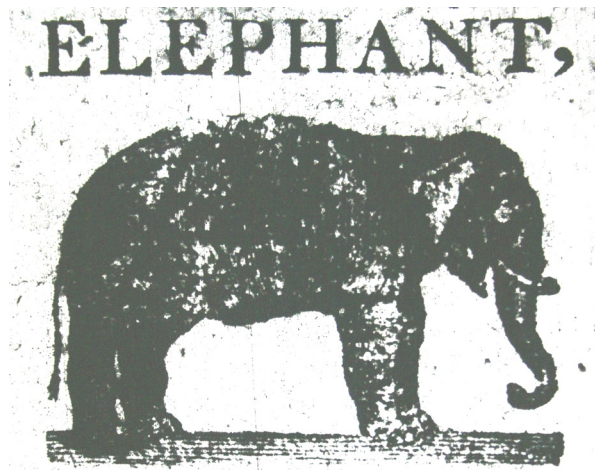
<sup>2</sup> The real duel between Thomas and Louis took place on February 14, 1813, in Virginia. One round of shots was fired. When it was finished, Thomas was dead. Louis lived but lost a finger on his left hand.

<sup>3</sup> In the *Code Duello* (dueling rules), the challenged man chose the weapons, the challenger chose how many paces they walked apart and the seconds (men who might be called in to fill in each place, as well as support their man) chose the place and time as was acceptable to the main men in the duel.

## “Beautiful Living Creatures”: A Traveling Zoo Comes to New Bern

Who doesn’t enjoy seeing an African leopard or an elephant? Certainly not townspeople in eastern North Carolina, who likely flocked to see these exotic creatures when they visited Jones Tavern, near New Bern’s courthouse, on February 8, 1812, from eight in the morning until nine in the evening. Circuses were not uncommon in the early United States but shows featuring wild animals, known as **menageries**, were not a part of regular circuses until the 1830s. Until New York City’s Central Park Zoo opened in 1860, traveling menageries were the way to see a non-native animal.

Animal-keepers would transport their cargo from town to town, usually by night, and charge admission to view the beasts during the day. The animals weren’t always live—sometimes they were stuffed! But New Bern’s four-footed visitors, who went on to appearances at



TO BE SEEN AT JONES'S TAVERN NEAR THE COURT-HOUSE, NEWBERN.

Announcement from *Carolina Federal Republican* (newspaper, New Bern, North Carolina), February 8, 1812. Courtesy of Kellenberger Room, Craven County Public Library, New Bern, North Carolina.

the Wayne County Courthouse on February 17 and the Edgecombe County Courthouse on February 24, were advertised as “living,” and admission was twenty-five cents per adult, and about twelve-and-a-half cents for children.

Elephants were considered to be very intelligent. People, then as now, were fascinated by “the peculiar manner in which it takes its food and drink of every kind with its trunk.” According to the February 1812 newspaper announcement, the animal-keeper had trained his eleven-year-old elephant to lie down, stand up, and drink from a bottle. As for the leopard, who had been brought from Africa over two years before, he had been “completely

tamed...his keeper can handle him when taken out of the cage, make him lie down, laugh, show his teeth, and lay his claws in his hands.” We are not sure how the animal-keeper made the leopard laugh; it must have been a very good joke!

# Economics Lesson Plan: How Much Things Cost in the 1810s

## Introduction:

In this issue of *Living History Classroom*, we have included price lists from 1810, 1813, and 2012. Our goal is to provide the students with a tangible experience of how much goods cost in the 1810s and how much they cost now. The goal of this lesson plan is to discuss how prices change, and what causes the changes, whether it be war, demand and supply, technological changes, or changes over the time span that has elapsed. Additionally, students will have the opportunity to learn about choice, and how they must decide what is most important to buy.

## Objective:

1. Learn how the market works and how prices are affected.
2. Learn the importance of choosing.

## Materials:

1. Print-outs of the accompanying 1813 math problem set: "Running Errands in 1813"
2. The price charts in *The Living History Classroom*

## Strategy:

1. Look at the Price List with your students. Discuss prices as they were in 1810 and 1813 as opposed to what they are now. Make sure that the students realize that prices have risen in every aspect, so

although food was cheaper, men and women had less money then than they do now.

2. Compare and contrast 1810 with 1813. Notice which items have remained the same price, which have increased in price, and which have decreased.
  - a. Consider what has occurred between these two years, and make sure to discuss the affects of the War of 1812 on prices.
  - b. Talk about imports versus natively produced goods, and how a war at sea might affect the supply of imports, and thus the price of imported goods.
  - c. Discuss supply and demand and how this affects prices. See what this new information might suggest about the items, depending on how their prices changed or didn't change.
3. Discuss how technology has changed what is produced (for example, tar, pitch, and turpentine are less common now, while gasoline is more common).
4. Read about the menagerie, and find how much a ticket would cost.
5. Have your students do the math problem set.
6. Discuss how one must make choices and decide what to purchase.

Essential Standards 4.G.1.1, 4.G.1.4, 4.E.1.1, 4.E.1.2, 4.E.2

Speaking and Listening Standards: 1

## New Bern Price Charts, 1810-1813 from the *Carolina Federal Republican*

### February 2, 1810

	Previous week	current week	> value in 2010
Bacon (lb)	8 cents	10 cents	\$ 1.37
Butter (lb)	20 cents		\$ 2.75
Beef (bbl)	\$7.00	\$8.00	\$ 109.91
Corn (bushel)	57 cents	60 cents	\$ 8.24
Corn Meal	70 cents		
Coffee (lb)	25 cents	30 cents	\$ 4.12
Tar (bbl)	\$1.75		\$ 24.04
Pitch	\$2.75		\$ 37.78
Turpentine	\$2.75		\$ 37.78
Salt (bushel)	\$1.00		\$ 13.74
Sugar loaf (white) (lb)	25 cents		\$ 3.43
Lard (lb)	9 cents	10 cents	\$ 1.37



# Math Exercise:

## Running Errands in 1813

It's time to run to the General Store. Mother's out of food. She needs coffee, cornmeal, and beef for supper. Giving you \$8.30, she tells you that you must buy coffee, cornmeal, and beef, and with the leftover money, you may buy butter, sugar, or bacon.

You want to see the menagerie before they leave town, so you ask your mother if you can use the leftover money to see the show. She says that you may, but if you see the show, you might not have enough money to buy butter for your cornbread, bacon for breakfast, or sugar for your coffee. You must decide what you want the most.

How much does a child's ticket to the menagerie cost?

\_\_\_\_\_

How much do the coffee, the cornmeal, and the beef cost in total? \_\_\_\_\_

How much money do you have left?

\_\_\_\_\_

If you buy butter, how much money do you have left?

\_\_\_\_\_

Can you buy sugar also? \_\_\_\_\_

If you buy bacon instead of butter or sugar, do you have enough money to buy a ticket to the menagerie?

\_\_\_\_\_

You really want to see the menagerie, so you buy a ticket before buying any butter, sugar, or bacon. How much money do you have left? \_\_\_\_\_

Can you buy sugar with that? \_\_\_\_\_

Can you buy both sugar and bacon? \_\_\_\_\_

What do you choose to buy? Make sure you have enough money:

\_\_\_\_\_ --amount of money you have left

- \_\_\_\_\_ --your first choice \_\_\_\_\_

\_\_\_\_\_ --new amount of money you have left

- \_\_\_\_\_ --your second choice \_\_\_\_\_

\_\_\_\_\_ --new amount of money you have left

- \_\_\_\_\_ --your third choice \_\_\_\_\_

### February 13, 1813

	Previous week	current week	> value in 2010
Bacon (lb.)	7 cents	9 cent	\$ 1.00
Butter	20 cents	25 cents	\$ 2.78
Beef (barrel)	\$7.00	\$8.00	\$ 89.07
Corn (bushel)	60 cent	70 cents	\$ 7.79
Meal	70 cents	80 cents	\$ 8.91
Coffee (lb)	25 cents	30 cents	\$ 3.34
Tar (barrel)	80 cents	\$1.00	\$ 11.13
Pitch	\$1.50		\$ 16.70
Turpentine	\$1.00		\$ 11.13
Salt (bushel)	80 cents		\$ 8.91
Sugar (brown) (cwt)	15 cents	20 cents	\$ 2.23
Lard (lb)	9 cents	10 cents	\$ 1.11

KEY:

Lb = Pound

Bbl = Barrel Unit

Cwt = Centum weight

Conversion Source: "The Inflation Calculator," <http://www.westegg.com/inflation/infl.cgi>

## Featured Programs

Below are some of our many programs available for families and school groups to experience this year. Check our website at [www.tryonpalace.org](http://www.tryonpalace.org) for a full listing of tours and programs we have to offer. Our Group Services Coordinator at (252) 639-3524 or [scott.olson@ncdcr.gov](mailto:scott.olson@ncdcr.gov) can help with scheduling your group's next visit.

### School Tours

#### North Carolina Begins Here

See where North Carolina begins as you tour the reconstructed Palace, home to royal governors and North Carolina's first "government house." Meet the servants in the Kitchen and Stable Offices, and stroll outside to see our nationally-acclaimed gardens. (Grades K-12)

#### Day in the Life: 19<sup>th</sup>-Century New Bern

Although no longer the capital of North Carolina, New Bern remained a bustling port into the 19<sup>th</sup> century, and was the state's largest town until the 1830s. Come experience what life was like for the town's residents in a truly unique way. Tour the Regional History Museum to learn about the changes taking place in 19<sup>th</sup>-century New Bern. In the Pepsi Family Center, participate in town life by working in the turpentine distillery, making a quilt, sailing a ship, or helping a printer get his next newspaper issue completed. Step back into 1835 and visit the home of Robert Hay and his family as you help them with daily chores. Learn the past by living in it.

### Upcoming Programs

#### SEPTEMBER

Monday, September 3, 4:00 p.m.

#### Stanly-Spaight Duel

##### Tryon Palace South Lawn

*\$6 per adult, \$3 per student; included with regular admission*

On September 5<sup>th</sup>, 1802, a prominent New Bern lawyer met his political rival, a former State Governor, in a lethal duel on the streets of New Bern. Step back in time to an era where a man's personal honor was his most cherished quality and any incursion on this prized value could result in fiery and violent retribution. Watch the drama unfold before your eyes in a gripping reenactment of this fateful day. Come early and enjoy the gardens before a special performance by Tryon Palace's Fife and Drum Corps starts off the event at 4:00 p.m. *In the event of rain, performances will be moved into the North Carolina History Center's Cullman Performance Hall.*

September 4 – October 31

#### Autumn Garden Hours

*Monday – Saturday, 9:00 a.m. – 6:00 p.m.; Sunday, 1:00 p.m. – 6:00 p.m. Last ticket sold at 4:30 p.m.*

Wednesday, September 12, 10:00 a.m. – 11:00 a.m.

#### Tryon's Tales for Tots: Piecing it Together North Carolina History Center, Education Classroom

*\$6 per child with one accompanying adult free; additional adults \$6. Included with regular admission. Ages 3-5, with parental accompaniment.*

You're never too young for history! Pre-schoolers and parents will learn about quilting by visiting the Hay House and seeing the quilt the Hay family and their neighbors have been making. Tots will then get to try their hand at quilting by designing their own paper quilt square.

*Space is limited to 20 children. To reserve your child's spot, please call (252) 639-3500. Extra openings will be filled the day of the event on a first come, first served basis. This program is designed for individual families. If you are a preschool teacher interested in bringing a group for a program, please contact our Groups Services Coordinator at (252) 639-3524 for more information.*

Thursday, September 20, 7:00 p.m.

#### African-American Lecture: "I'm sick and tired of being sick and tired!"

**Guest Speakers: Elisha Minter**

**aka "Fannie Lou Hamer"**

#### North Carolina History Center, Cullman Performance Hall

*Free Admission*

Elisha Minter has a BA African/African-American Studies. She is a librarian, storyteller and NC Humanities Road Scholar with extensive acting, live theatre performance and film work. Ms. Minter immortalizes Fannie Lou Hamer, the youngest of twenty children of sharecropper parents. Fannie Lou Hamer, the Mississippi politician activist and civil rights leader, set the 1964 Democratic National Convention on its heels by refusing to accept limited delegate seating at the Convention because as Hamer declared, "We all tired." Elisha tells the story through this crusader's voice and songs. Come and discover the magic of Fannie Lou Hammer.

Saturday, September 29, 9:00 a.m. – 3:30 p.m.

#### Fall Family Day: Celebrating Our Cultures

*Regular Admission*

Families of all ages can enjoy interactive crafts, tours, and activities celebrating the many cultures that made North Carolina what it is today. Different ticket options are available for tours of the North Carolina History Center, the Governor's Palace, and our historic homes as well. Bring your picnic lunch and spend time immersed in the past. No advance registration needed.

#### • Tryon Palace Theater: Meet John Lawson

*11:00 a.m. North Carolina History Center, Cullman Performance Hall. \$6 per adult, \$3 per student; FREE with regular admission.*

Learn about John Lawson—early 18<sup>th</sup>-century explorer, surveyor, and father—as he prepares a special gift for his daughter, Isabella.

#### • Many Cultures, Many Games

*9:00 a.m. – 3:30 p.m. Governor's Palace South Lawn*

Experience the many different cultures of our area by playing a variety games while learning about their history and origin.

#### • Heritage by Hand

*9:00 a.m. – 3:30 p.m. North Carolina History Center, Mattocks Hall*

Families are invited to learn about our many cultures and combined heritage through a variety of kids' crafts including: German papercutting, stamp printing an Adinkra cloth, making a wampum bracelet, and designing a coat of arms.

Saturday, September 29, 9:00 a.m. – 5:00 p.m.

#### Tryon Palace Teacher's Day

*Free admission to teachers and discounted admission for immediate family members*

Explore history at Tryon Palace by being engaged in innovative and interactive programming that opens the past for children and adults to discover and learn. Teachers and their families are welcome to be a part of history by attending the first Teacher's Day and taking this opportunity to explore the museums, learn more about our educational programs, and discover how our site can help you link Common Core State Standards to your classroom. Complimentary One Day Pass includes access to the Governor's Palace, the North Carolina History Center, gardens, and our historic homes. Bring your picnic lunch and spend time immersed in the past. Activities are designed for school-age children; some activities have a minimum age requirement. No advance registration needed. For questions regarding Teacher's Day, please contact Brandon Anderson, Curator of Interpretation, at [banderson@tryonpalace.org](mailto:banderson@tryonpalace.org) or 252-639-3584.

### OCTOBER

Saturday, October 6, 1:00 p.m.

#### Tryon Palace Theater: WHIT Presents

#### North Carolina History Center, Cullman Performance Hall

*\$6 per adult, \$3 per student; Free with regular admission.*

Step back to the Golden Age of Radio, when families used to gather together to listen to shows as a cast of voice actors and sound effects artists perform live on stage before you.

Wednesday, October 10, 10:00 a.m. – 11:00 a.m.

#### Tryon's Tales for Tots: Let's Set Sail!

#### North Carolina History Center, Education Classroom

*\$6 per child with one accompanying adult free; additional adults \$6. Included with regular admission. Ages 3-5, with parental accompaniment.*

You're never too young for history! Pre-schoolers and parents will learn about ships by visiting the Pepsi Family Center and trying their own hands at sailing on a ship. Activities will be followed by a special craft that preschoolers can take home.

*Space is limited to 20 children. To reserve your child's spot, please call (252) 639-3500. Extra openings will be filled the day of the event on a first come, first served basis. This program is designed for individual families. If you are a preschool teacher*

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## Featured Programs

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*interested in bringing a group for a program, please contact our Groups Services Coordinator at (252) 639-3524 for more information.*

Friday, October 12 and Saturday, October 13  
**MUM'S the Word!**

*Gardens open 9 a.m. to 6 p.m. Friday and Saturday. FREE Garden Admission, Interior tours require the purchase of a ticket.*

During MUMfest Weekend, visitors to Tryon Palace will enjoy the beauty of thousands of chrysanthemums in the Palace gardens. Free informal garden tours will be given each day.

- **Heritage Plant Sale:** Friday and Saturday on the Palace grounds. Featuring perennials, herbs, annuals, trees, and shrubs grown in our greenhouse, the sale also offers the public a chance to purchase unique, rare, and historic plants. Come early for the best selection! Sale hours are 9:00 a.m.-5:00 p.m. both days.

Saturday, October 20, 1:00 p.m.

**Tryon Palace Theater: WHIT Presents  
North Carolina History Center, Cullman  
Performance Hall**

*\$6 per adult, \$3 per student; Free with regular admission.*

Step back to the Golden Age of Radio, when families used to gather together to listen to shows as a cast of voice actors and sound effects artists perform live on stage before you.

## NOVEMBER

Sunday, November 11, 1:00 p.m. - 5:00 p.m.

**Defending New Bern: 300 Years of Stewardship**

*Free admission for all active duty and military veterans with the presentation of their military ID, with discounted admission for immediate family members.*

A special salute to the military men and women who have defended eastern North Carolina for over three centuries! Learn their stories while touring our historic homes and visiting our galleries. On display will be a special interactive gallery cart that examines soldiers' items in the Revolutionary War, War of 1812, both sides of the Civil War, as well as both World Wars. Children's craft activities will be in the North Carolina History Center from 1:00 p.m. - 3:00 p.m.

Wednesday, November 14, 10:00 a.m. - 11:00 a.m.

**Tryon's Tales for Tots: What's for Dinner?  
North Carolina History Center, Education  
Classroom**

*\$6 per child with one accompanying adult free; additional adults \$6. Included with regular admission Ages 3-5, with parental accompaniment.*

You're never too young for history! Pre-schoolers and parents will learn about colonial cooking by visiting the Palace's Kitchen Office and helping the cook prepare a special recipe. Tots will get to do a taste test of their work at the end.

*Space is limited to 20 children. To reserve your child's spot, please call (252) 639-3500. Extra*

*openings will be filled the day of the event on a first come, first served basis. This program is designed for individual families. If you are a preschool teacher interested in bringing a group for a program, please contact our Groups Services Coordinator at (252) 639-3524 for more information.*

Thursday, November 15, 7:00 p.m.

**African-American Lecture: Queen Odetta: The Voice of the Civil Rights Movement**

**Guest Speaker: Sauuda Y. Eshe'**

**North Carolina History Center, Cullman  
Performance Hall**

*Free Admission*

Sauuda Y. Eshe', contralto a cappella vocalist, lyricist and composer, as well as a community activist and storyteller, presents a powerful riveting characterization of Odetta Holmes in recitation, song, and historical context. Rosa Parks was her No. 1 fan. Odetta Holmes was born in Birmingham, Alabama on December 31, 1930. Known professionally as "Odetta", her stage presence was regal enough: planted onstage like an oak tree no one would dare cut down, wearing a guitar high on her chest, she could envelope Carnegie Hall with her powerful contralto as other vocalists might fill a phone booth. Injecting her songs with messages of equality and social justice, Odetta took an active role in the 1963 March on Washington for Jobs and Freedom, where she sang "O Freedom." Her performance would forever serve as a powerful symbol of the civil rights movement, with Dr. Martin Luther King, Jr. going on to dub Odetta as "the queen of American folk music."

Saturday, November 17 - Sunday, November 18

**Civil War Weekend: Life in an Occupied Town**  
*Included in regular admission.*

After its fall to Union troops in March of 1862, New Bern remained a Federally-occupied city for the remainder of the war. Learn what it was like for its citizens as they adjusted to life in a Union city surrounded by the Confederacy. The weekend will include special Civil War-themed tours, programs, and craft activities.

Thursday, November 22

**Tryon Palace is closed in honor of Thanksgiving.**

Friday, November 23 - Monday, December 31

**Splendors from Afar: A Tryon Palace Christmas**

Experience two hundred and fifty years of America's holiday traditions--enjoy the sights, sounds, and scents of Christmases past at Tryon Palace. Our historic site will be celebrating this season with special programs, tours, and craft activities throughout the month. Framing these holiday events, our historic houses and the North Carolina History Center will display seasonal decorations from the eighteenth to the twentieth century.

Friday, November 23 - Sunday, November 25, 9:00 a.m. - 5:00 p.m., Friday - Saturday and 1:00 p.m. - 5:00 p.m. Sunday

**Festive Holiday Kick-Off Weekend**

Join us as we kick off the holiday season on Thanksgiving weekend. Christmas decorations are up in the North Carolina History Center, Governor's Palace, and in our three historic houses. Special performances, craft activities, and holiday tours officially launch us into the Christmas season. Check back later at [www.tryonpalace.org](http://www.tryonpalace.org) for specific performance and activity information.

## DECEMBER

Saturday, December 8, 5:00 p.m. - 9:00 p.m.

**Christmas Candlelight Tour**

**Tickets will be sold for specific tour time slots and are good for evening activities, only.**

*\$20 per adult, \$10 per student*

Experience an eighteenth-century candlelit Christmas celebration! The evening program includes a tour through the Palace (and perhaps a word or two with the Governor), performances by Tryon Palace's Fife and Drum Corps and Jonkonnu troupe, and an assortment of other performers.

Wednesday, December 12, 10:00 a.m. - 11:00 a.m.

**Tryon's Tales for Tots: Twas' the Night Before Christmas**

**North Carolina History Center, Education  
Classroom**

*\$6 per child with one accompanying adult free; additional adults \$6. Included with regular admission. Ages 3-5, with parental accompaniment.*

You're never too young for history! Pre-schoolers and parents will learn about the start of many of our holiday traditions by visiting the George W. Dixon House and making a festive holiday craft that they can take home with them.

*Space is limited to 20 children. To reserve your child's spot, please call (252) 639-3500. Extra openings will be filled the day of the event on a first come, first served basis. This program is designed for individual families. If you are a preschool teacher interested in bringing a group for a program, please contact our Groups Services Coordinator at (252) 639-3524 for more information.*

Saturday, December 15, 5:00 p.m. - 9:00 p.m.

**Christmas Candlelight Tour**

**Tickets will be sold for specific tour time slots and are good for evening activities, only.**

*\$20 per adult, \$10 per student*

Experience an eighteenth-century candlelit Christmas celebration! The evening program includes a tour through the Palace (and perhaps a word or two with the Governor), performances by Tryon Palace's Fife and Drum Corps and Jonkonnu troupe, and an assortment of other performers.

Monday, December 24 - Wednesday, December 26

**Tryon Palace is closed in honor of the Christmas Holidays.**

## Make a Silhouette

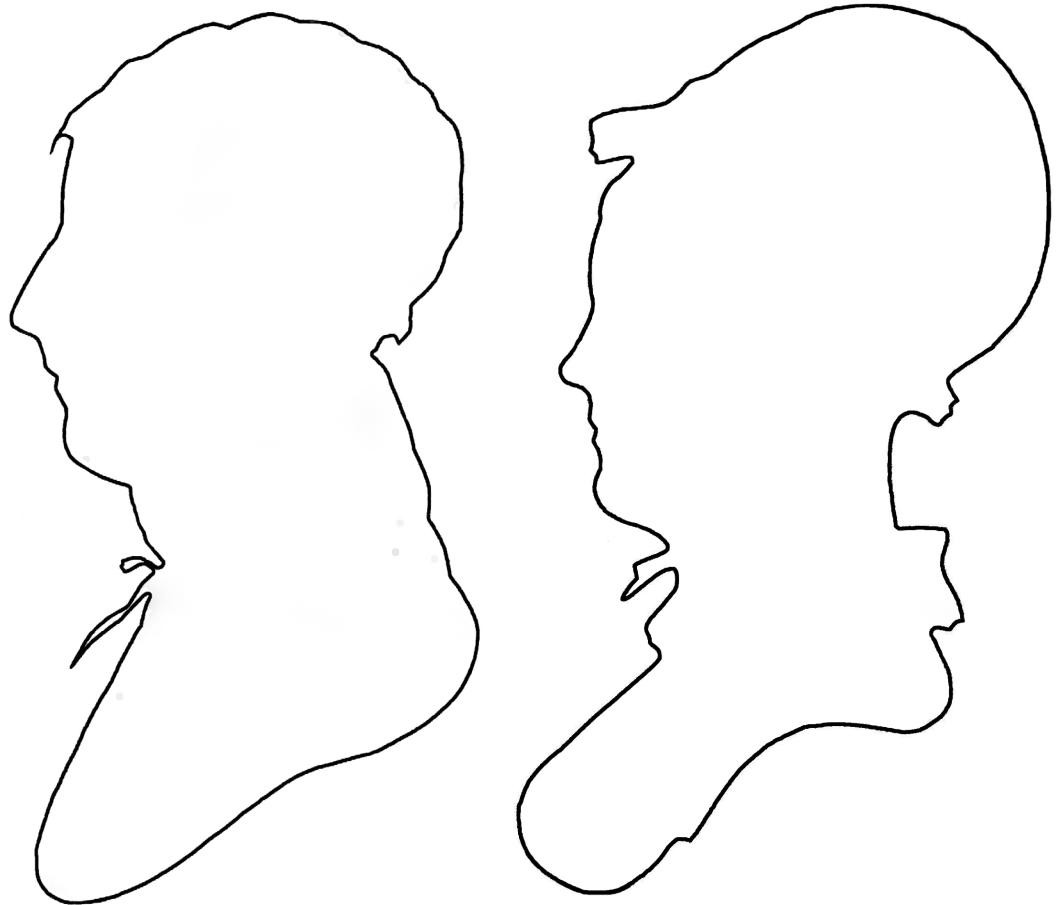
Silhouettes are black-and-white portraits usually made of paper that show a person's **profile**—the outline of the head, forehead, nose, mouth, chin, and neck. They were very popular in the early 1800s. These simple black-and-white pictures were an inexpensive way for people to have a portrait of someone they loved. It only took a few minutes to sit and have a silhouette cut, instead of hours to pose for a painter.

One way a silhouette was created was as a “hollow-cut” silhouette, which is a set of profile-shaped holes cut out of white paper and glued onto black paper. “Cut-and-paste” silhouettes are profiles cut out of black paper and glued on to white paper. Painted silhouettes are often painted on porcelain, ivory, and other surfaces.

Artists made silhouettes by placing a person between a light source (such as a candle) and a piece of paper. They traced the shadow of the person's profile, which would then be cut out and glued over black paper.

Below are two silhouettes that you can make for yourself.

**Teachers:** These silhouettes can be enlarged by 120 percent. Afterwards, once students select the silhouette of their choice, they can either cut out the outline and glue it onto black construction paper, or they can color the silhouette's interior with markers, using the white paper as a backdrop.



## Additional Reading

Here are suggestions for additional readings and resources that can be used to complement this *Living History Classroom's* articles and activities.

- Alford, Michael B. *Traditional Work Boats of North Carolina*. Beaufort, NC: North Carolina Maritime Museum, 1990.
- Brooke, Bob. “Step Right Up!” *History Magazine*, October/November 2001. <http://www.history-magazine.com/kk/circuses.html>
- Burns, Walter Francis. *Captain Otway Burns: Patriot, Privateer, and Legislator*. New York: Walter Francis Burns, 1905
- Carolina Federal Republican*, New Bern, NC. Selected issues, 1809-1814.
- Carraway, Gertrude S. *The Stanly family and the historic John Wright Stanly House*. New Bern, NC: Tryon Palace Commission, 1969.
- Cecelski, David S. *The Waterman's Song: Slavery and Freedom in Maritime North Carolina*. Chapel Hill: The University of North Carolina Press, 2001.
- Colorants History (website). “Patent Medicine.” <http://www.colorantshistory.org/PatentMedicines.html>
- Hagley Museum and Library, Wilmington, Delaware. “History of Patent Medicine.” <http://www.hagley.org/library/exhibits/patentmed/history/history.html>
- Larkin, Jack. *The Reshaping of Everyday Life, 1790-1840*. New York: Harper & Row, 1988.
- Lemmon, Sarah McCulloh. *Frustrated Patriots: North Carolina and the War of 1812*. Chapel Hill: The University of North Carolina Press, 1973.
- Lemmon, Sarah McCulloh. *North Carolina and the War of 1812*. Raleigh, NC: State Office of Archives and History, 1971.
- McClard, Peggy. “History of Silhouettes,” on Peggy McClard Antiques: Americana and Folk Art. <http://www.peggymcclard.com/aaa%20History%20of%20Silhouettes.htm>